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ABSTRACT

A formative evaluation was conducted of the instructional television program "What Next?" from the Career Aspirations unit of "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. A total of 127 students in 8 Chicago public school classes viewed the program. Data collection methods included a teacher questionnaire, observations of student reactions during viewing, analyses of post-viewing discussion, a student questionnaire, and an evaluator-led discussion. Overall the program was successful, elicited high student attention, and was appealing to students. It succeeded in transmitting the messages that students should not be afraid to discuss career options with their families, that anxiety about a career could be reduced by looking for more information on careers, and that most people experience anxiety about a career. The program also elicited teacher-led discussions which emphasized ways that students and teachers coped with career choices. However, an unusual amount of discussion focused on clarifying and criticizing program characters and situations, which detracted from the discussion of the intended outcomes. (LMM)

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ON THE LEVEL is a project for secondary school students dealing with personal and social growth and includes twelve television/film lessons, twelve audio lessons and related print materials. Developed and produced under the supervision of AIT, the project was funded by a consortium of state and provincial education and television agencies, with additional support from the Corporation for Public Broadcasting, Exxon Education Foundation, The George Gund Foundation, and General Mills Foundation.

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Research Report 75

ON THE LEVEL
Formative Evaluation:
Career Aspirations

June 1980

Agency for Instructional
Television
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Bloomington, Indiana 47402

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"What Next?"

CAREER ASPIRATIONS

OUTCOMES	
KNOWLEDGE: Following this program, adolescent viewers should understand that: . To experience anxiety about a career is common to most people. . One way to deal with this anxiety is to seek out more information about careers.	ACTION: As a result of this program, adolescent viewers may: . Give more logical thought to career decisions. . Further clarify personal talents, skills, and interests. . Spend time finding out about a variety of jobs and work settings.

INTRODUCTION

This report describes the formative evaluation conducted for ON THE LEVEL program, "What Next?" (Career Aspirations). The evaluation was conducted in eight classes in two Chicago Public Schools. A total of 127 students participated. A number of different evaluation procedures were used and these are described in the next section. Following the methodology, a description of the teacher-led discussions is presented. Next the formative evaluation findings from the evaluator-led discussions and the questionnaire are presented. Finally, interpretations and suggestions for revisions are presented at the end.

METHODOLOGY

Sample

Eight 10th and 11th grade classes, totalling 127 students, participated in the evaluation for this program. There was an approximately equal number of males and females and 75% were minority students (Black and Hispanic). According to teachers, the majority of students were of average ability level (87%) and the socioeconomic status of the students was predominantly lower-middle and middle class. A detailed breakdown of the overall sample is presented in Table 1.

Four of the eight classes filled out questionnaires. The questionnaire sample included 77 students. The sample was 60% male and 40% female. There were 56% in 10th grade, 41% in 11th grade, and 3% in 12th grade.[1]

Procedures and Data Collection Measures

Approximately one week prior to visiting classrooms teachers were sent guides for the program which included a program summary, background

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[1] Included in some of the 11th grade classes were a few 12th graders. However, since 12th graders were involved in graduation activities, this evaluation design reflects the reality of working in schools at the end of the year.

Table 1

Overall Sample

Chicago High School I and II

	TOTAL (8 classes) n=127	HIGH SCHOOL I (4 classes) n=65	HIGH SCHOOL II (4 classes) n=62
Sex			
Males	65 (51%)	37	28
Females	62 (49%)	28	34
Student Racial/ Ethnic Membership			
White	34 (27%)	31 (48%)	3 (5%)
Black	39 (30%)	28 (42%)	11 (18%)
Hispanic	52 (40%)	3 (5%)	47 (75%)
Oriental	4 (3%)	3 (5%)	1 (2%)
Ability Level of Class (according to teacher)			
Above Average	10 (8%)	4 (6%)	6 (10%)
Average	111 (87%)	61 (94%)	51 (82%)
Below Average	6 (5%)	--	5 (8%)
Socio-Economic Status of Class (according to teacher)			
Lower	18 (14%)	--	18 (29%)
Lower-Middle	41 (32%)	--	41 (66%)
Middle	68 (54%)	65 (100%)	3 (5%)
Upper Middle	--	--	--
Upper	--	--	--

information about the topic, and suggestions for follow-up activities.

Before viewing the program, all classes were given a brief introductory talk about the project, the nature of rough cuts, and the students' role as helpers in the evaluation process.

Instructional design and production concerns warranted different methods for collecting data including:

a) Teacher Questionnaire

b) Student Reactions During Viewing (observations)

c) Discussion Analysis (for teacher-led discussions)

Discussion Narrative

Discussion Profile

d) Student Questionnaire

e) Evaluator-led Discussion (held in classrooms which completed student questionnaires)

See Appendix A for a complete description of data collection measures and copies of the questionnaires.

A total of eight classes participated in this evaluation. Four classes viewed the program and completed the student questionnaires. Following completion of the questionnaires, one of the evaluators led a discussion with the students while the other evaluator took detailed notes. The remaining four classes viewed the program and participated in a discussion led by their teacher. For a Discussion Narrative, one evaluator took notes of the discussion minute-by-minute so as to represent as closely as possible the content of the discussion. The other evaluator scored, on the Discussion Profile, the category of discussion that was the focus of each 30 second period. The evaluators later used the Discussion Narrative and Discussion Profile information to analyze the discussion. Classroom Status information (demographics) and Teacher Questionnaires

were completed by all teachers (one Teacher Questionnaire was not returned). The teacher questionnaire results are presented in Appendix B.

TEACHER-LED DISCUSSIONS

Introduction

Career Aspirations elicited much teacher and student response on a variety of topics. Discussion lengths were: 17 minutes, 17 minutes, 19 minutes, and 34 minutes, with an average length of 22 minutes. The Discussion Profile analysis reveals that teachers talked only slightly more than students (148 vs. 135 thirty second observations). The Discussion Profile Graphs (see Appendix C) show that during the first part of the discussions the students and teachers comments were very program oriented: they spent time clarifying and criticizing program characters and situations. As discussion progressed, the teachers used the program and the program-oriented discussion to introduce discussion about the students' particular career options and career problems they have with their parents. The students revealed their own career aspirations and, in conjunction with the teacher, discussed careers in general -- things to consider in choosing a career, how to go about finding one, and parents involvement in career choices. Very little of the discussion focused on abstract messages of career aspirations.

In sum, this was a very practically oriented discussion as students discussed ways they were coping or might cope with a career choice. There was also a considerable amount of discussion on program criticism and clarification.

Discussion Topics and Quotations

The teachers asked the students to consider some factors involved in making a career choice. Each class spent time (approximately 25% of

discussion time) discussing the various factors which must be considered in making a career choice. These included:

Money

Teacher: "Is it better to work at a job you don't like for more money or do something you like for less money?'

Students: "Take the money!"

"It depends on what you want. You usually work for money though."

"I would take the one I enjoyed most and as time went on you might get a raise."

Permanence of choice

"If you choose a career and don't like it, you can go into something else."

Pressure involved in making a choice

"The pressure comes from my parents."

"I've never been pressured."

"I like sports, but my mother doesn't like sports. She wants me to be a doctor."

Teacher: "Do you feel pressure or anxiety?" (About 1/2 of class raised their hands.)

Own your own business vs. working for someone else

Student: "It's better to work for somebody else."

Teacher: "But look at all the auto-workers laid off."

Students: "Ya, it's better to own your own business."

"We own our own business and we don't have no work right now. We're in the construction business."

Parents influence on career choice

"My parents want me to be a doctor. There are doctors in my family and they always wanted me to be a doctor. But now I don't think I want to. I'm lazy I guess."

"My parents want me to go to college and dance should come later. They don't understand I have to dance when I'm young."

"I guess my parents just figured I'd do what I want."

Teachers and students discussed the conflicts between Sam and his father.

> "Sam wanted to get away from that tradition. At first, he thought it was his father's fault. Then he realized he didn't know what he really wanted."

They discussed Sam's obligation to his family and why he was discontent working at the bakery.

> "He doesn't like the work."
>
> "There were so many other occupations."
>
> "He didn't want to end up like his father, with ulcers."

The teacher asked for the message of the program.

> "It got you to think about all the careers that are offered."
>
> "Your career should be your own idea."
>
> "You should be able to make your own decisions - do what you want to do."
>
> "What you want to be is up to you, not your parents."
>
> "It's mostly about us, what's going to happen."

Teachers and students spend approximately 25% of discussion time criticizing program characters and situations. They were especially critical of Harvey and of the counselor. These comments are integrated into the next section.

FORMATIVE EVALUATION FINDINGS

The next section presents student reactions during the Evaluator-led discussions and student responses to the questionnaire. Students' critical responses during the teacher-led discussions are also integrated. The questionnaire results generally support the students' perceptions during the discussions.

Although students were highly attentive during viewing and said that the program was appealing, there was much criticism of program characters and situations. Student criticism especially focused on the characterization of Harvey and of the counselor. The students comments indicate that

the intended role of Harvey was not adequately perceived by students. In addition, a third unintended outcome was perceived by the students. Following the students' comments and questionnaire results, the findings are interpreted and production recommendations are presented.

I. Students' Reactions During Viewing

The attention level of all classes while watching the program was high. The only scenes in which some students showed signs of inattention (stirring in their seats, talking, looking around the room) were:

1) Harvey and Sam walking down the street

2) Sam talking to counselor

Generally, however, the students were attentive throughout the program.

The atmosphere while viewing would have to be characterized as humorous, with much chuckling, snickers, and laughter. The scenes which the students found particularly humorous were:

1) Harvey's initial entry to the bakery

2) Harvey says "Take your time" and eyes counter when Sam must take his father home.

3) Harvey's goof-ups while Sam is trying to teach him to be a baker.

4) Harvey's disaster while Sam is on the phone

Although some classes were less raucous than others, the laughter during the above scenes was consistent.

One indicator of the ability of a program to hold the attention of students is the conditions under which the students watch the program. In one school, however, students viewed the program in an open library. There were several distractions, including students talking behind the viewers and interruptions over the intercom. Even with these relatively poor conditions, the students were attentive to the program.

Overall, the program seemed to be able to capture and hold the attention of the viewers.

II. General Appeal

When students were asked during discussion for their overall reactions to the program most students responded that the program was "OK" and a few students in each class said they liked it a lot. No students disliked it a lot but a few students said it was "uninteresting," "not clear enough" and "it needs to have more effect on people watching--it doesn't get to you."

On the questionnaire, almost all students (94%) said they liked the program (71% "liked it" and 23% "liked it very much"). There were no significant grade or sex differences found in the students' appeal of the program, although females were slightly more likely to say they liked the program "very much." Thus, this program seems to be appealing to most students.

III. Topic of Career Aspirations

The students said that the issue of career aspirations is important to them, and pointed out that work is something you do the rest of your life. They said a show about careers could be helpful to a lot of people if shown on national TV. The importance of the topic of careers was confirmed in the questionnaire results. The issues that were presented in the program were considered important to over three-quarters of the group, either "very important" (40%) or "sort of important" (44%). The small remainder of the students felt that the issues were "not too important" (13%) or "not at all important" (3%). Thus the topic of career aspirations is important to most of the students.

Over half the students felt they had learned something new from viewing the program: either "a lot" (23%) or "sort of" (43%). The rest of the group indicated that they had learned "not a lot" (21%) or "nothing at all" (13%). Thus, most students say they learned something from watching the program.

IV. Characters: Identification, Comprehension, and Appeal

IDENTIFICATION WITH TEENAGERS

On the questionnaire, the students were asked if the way the teenagers in the program acted was typical of the way they or their friends act. The majority of the group (71%) indicated it was typical (13% said "very much" and 58% said "sort of"). Approximately one-quarter of the group reputed that the way the teenagers acted was "not a lot" or "not at all" typical. Thus, the teenagers in the program were more or less typical of the way the students or their friends act.

SAM

Students were asked whether what happened to Sam was similar to what happens to them. One-third of the group felt that similar things happened to them (33%) or similar things happen to their friends (33%).

A larger proportion felt that similar occurrences happened to people they've heard about (52%). Relatively few of the students felt that what happened to Sam happens to people in their family (18%), people only in stories (8%), and to nobody (4%).

Furthermore, to assess the appeal and comprehension of Sam, the group was given a series of paired words or phrases and asked to indicate which, in their opinion, best describes Sam during most of the program.

The majority of students thought Sam was "likable" (91%), "sensitive" (84%), "worried about a career" (86%), and "could be good at other careers

(besides baking)" (91%). Slightly less, but still a majority, thought San was "understanding" (62%). Thus over one-third of the students think Sam is "not understanding."

During discussions, students said that Sam acted like a typical teenager. However, in a few classes, the students remarked that Sam's situation was not typical today.

> "These days parents don't want you to be what they were, they want you to be more."

However, the students did realize that even if Sam's father weren't like that, Sam would still have problems choosing a career. This perception of Sam was further confirmed in the questionnaire. Almost half the students (46%) realized that even if Sam's father did not expect him to become a baker, Sam would probably still have problems deciding on a career. Most of the other students (31%) said Sam would know what he wanted for a career. [The small remainder said Sam would not be anxious about choosing a career (18%) or Sam would choose to be a baker elsewhere (5%).]

In most of the discussions the students felt that Sam was as anxious about what career to pick as he was about telling his Father. Some students felt that Sam used Harvey. The students also remarked about Sam:

> "He didn't want to end up like his father."
>
> "Sam needs to decide what career he wants in life."
>
> "He didn't like the work and there were so many other occupations."

Thus, students perceive Sam as a likable, competent person who is having trouble choosing a career and anxious about talking with his father about his career aspirations. The students realize that if Sam's

father did not expect him to be a baker, Sam would still have problems choosing a career. Sam's situation seems to be familiar to more than half the students. That slightly over one-third of the students think Sam is not understanding is probably reflective of the way Sam treats Harvey.

HARVEY

Students were asked whether what happened to Harvey was similar to what happens to them. Only 18% of the group felt that similar things happened to them and only 14% of the group felt similar things happened to people in their family.

In contrast, almost half the students said that similar occurrences happened to their friends (43%) and to people they've heard about (47%). Relatively few of the students felt that what happened to Harvey happens to people only in stories (7%) and to nobody (14%).

Furthermore, to assess the appeal and comprehension of Harvey, the group was given a series of paired words or phrases and asked to indicate which, in their opinion, best describes Harvey during most of the program. In these characterizations, the students showed less consensus and were less positive toward Harvey as compared with their responses characterizing Sam. A surprising number of students, 40%, said Harvey was "not likable." Over half the students felt Harvey was "not understanding" (52%) and "not sensitive" (56%).

Most disturbing is that an even greater majority felt that Harvey was "not worried about a career" (84%) and that he "probably wouldn't be good at any career" (60%).

These perceptions were further confirmed when students were asked why Harvey was having trouble choosing a career. Almost three-quarters

of the students responded Harvey was having trouble because "He doesn't care about anything but food" (40%) or "He doesn't really care about finding a career" (31%). Only 17% chose the correct response, "He had too many career choices." [The small remainder of students chose "He wasn't good at baking" (8%) and "He's not really good at anything (4%).]

During discussions students attributed very negative characteristics to Harvey.

- They thought Harvey was generally incompetent

  Harvey wouldn't be good at anything.

  He'll be a failure in life.

- They did not think he was concerned with choosing a career; they thought he was only concerned with food.

  All he cared about was food.

  He wasn't really worried about a career... only eating.

- When asked to describe Harvey to someone who hadn't seen the program the students offered these words:

Glutton	Very hungry
Food fanatic	Funny
Freak	Clumsy
Fat	

- Some students pointed to the street scene as one indication Harvey wasn't anxious about his career.

  In the street scene Harvey wasn't looking around. He didn't want to find a career.

- Furthermore, when asked what the main difference was between Harvey and Sam the students responded:

  One has an interest in careers and looks toward the future, the other doesn't care. Harvey didn't really care.

- Some classes were promted with the question, "Could he be eating because he's anxious about careers?" The students responded "NO--

he's just eating" and "He didn't care about a career, only eating." They further responded that at no time in the program was Harvey anxious about careers.

- Some students in one class did realize that Sam was having trouble with careers because he had "too many careers to choose from."
- The students especially objected to Harvey and the telephone book scene. They understood he was trying to pick a career but they said:

  He was eating.

  He wasn't really caring.

  The telephone book is not a realistic way to look for a job.

  It's not a good way.

- The students suggested more appropriate ways to look for a job:

  Newspaper ads

  Write for information about jobs.

  Talk to other people.

  Get some training.

- Some students suggested that Harvey might have skills in something besides baking.

  Everyone has some talent - just have to look for it.

  But other students responded:

  He's too clumsy to do anything.

In conclusion, Harvey was not a very likable character. The students felt he was not understanding and not sensitive. Furthermore, and most importantly, the students did not realize Harvey's intended situation--worried about a career because he had too many career choices. Rather, the students felt Harvey didn't care about a career, that all he cared

about was food, and that he was so clumsy he probably wouldn't be good at any career.

It is interesting that while the students do not think that Harvey's situation is similar to themselves, almost half the students said that what happened to Harvey was similar to what happens to their friends and to people they've heard about. One can probably infer that the situation which they are referring to is Harvey not being concerned with choosing a career.

COUNSELOR

Although the students were not questioned about the counselor in the questionnaire, they made many criticisms of the counselor during discussions. Seven of the eight classes did not think that the counselor was realistic or caring.

- The one class that approved of the counselor said:

  He was real.

  It's what you normally hear from counselors

  They talk real calm, have you sit down and talk it over.

- The other seven classes made criticisms such as:

  The counselor's fake. He didn't look cool.

  Counselor wasn't realistic.

  He was too calm.

  He was too lenient.

  He was too layed-back

  The counselor's conversation sounded like it had a flaw in it... like reading a script.

  Phony! He acted phony.

  There were no other kids around his office.

- Although in one class a student remarked, "He acted too concerned. In normal life you go into someone's office and they don't act concerned." Most students in most classes remarked that the counselor:

  Didn't try to help Sam.

  Didn't give him too much direction.

  (T: Anyone ever been to a career counselor?)

  Yes, he was more helpful than this one.

  Yes, didn't seem like this one--most counselors care.

- The students in one class made suggestions to make the counselor more realistic:

  Get some kids around his office.

  Change the actor.

  Ya, have an actress.

  Usually, counselors emphasize - or at least mention - go to college.

The students criticisms of the counselor seem to be severe--they do not think he is realistic, helpful, or caring. This is reason for concern and potential revisions in the portrayal of the character.

FATHER

Students were given three paired words or phrases and asked to indicate which word or phrase in each pair best describes the Father during most of the program. Most students felt that the father was "likable" (86%) and "sensitive" (79%). However, there was less consensus about whether Father was understanding. Slightly more than half the students (55%) thought Father was "not understanding" and slightly less than half (46%) said he was "understanding." Tenth graders were more likely to think that Father was likable and understanding than the eleventh graders.

The students were also asked if the way the father acted in the program was like any parents they know. The majority of students (85%) responded that the father acted like parents they know (30% said "very much" and 55% said "sort of"). The small remaining portion said the father was "not a lot" or "not at all" like parents they know (15%).

Thus, the students perceive the father as likable and sensitive, but only partly understanding. They think the father acts like parents they know.

During discussions, students remarked that he was a realistic father. Some students said they had fathers like that, others said their fathers were different. The students only criticism of the father, which was mentioned in every class, was that they picked up he was acting with a fake accent. This did not seem to detract from the father's appeal; in fact one student remarked duirng viewing, "I love that fake accent!"

MOTHER

The mother was mentioned in only two classes. In one class a student said "The mother's pushy. She was trying to take care of Father, but she couldn't do anything about him." In a second class one student remarked, "There were no females in the program!" and another responded, "The mother was a female."

Thus, the mother played a very minimal role in this program, but this did not seem to affect the students.

Comprehension of Program Message

The students were given six choices and asked to select the two most important things the program wanted them to learn. Only five students (7%) selected both of the two intended program outcomes:

(1) Most people experience anxiety about a career.

(2) If you're anxious about a career it might help to look for more information on careers.

Fifty-nine students (77%) chose one of these intended outcomes as one of the most important things the program wanted them to learn.

Including the five students who selected both, 32% selected Outcome #1 and 48% selected Outcome #2. However, the most frequently chosen Outcome (chosen by 68% of the students) was an unintended outcome:

(3) You shouldn't be afraid to talk over career options with your family.

If outcome #3 is determined to be an acceptable outcome, then the program was successful in transmitting three messages. Analyzed slightly differently to incorporate the third unintended outcome, 37% of the students chose Outcome #1 and Outcome #3 or Outcome #1 and Outcome #4; 42% of the students choose Outcome #3 and Outcome #4. Thus, three-quarters of the students (74%) chose two of the three program messages.

The program outcomes for Career Aspirations need to be reconsidered in light of the evaluation findings.

The students also presented their perception of the message of the program during their discussions:

> It got you to think about all the careers that are offered.
>
> Your career should be your own idea.
>
> You should be able to make your own decisions - do what you want to do.
>
> What you want to be is up to you, not your parents.
>
> It's mostly about us, what's going to happen.
>
> Be open with others.
>
> Get help for a career that you want.
>
> Trying to find a career and what to do with your family.

To teach you something about chosing careers and the anxiety.

Do what you think is right.

Don't be afraid of parents, be more open with parents--tell them what you want.

It's not easy finding a career.

Most people have trouble choosing a career.

The Ending

On the questionnaire the students were asked what would happen at the end. The majority of students (70%) responded that "Sam will find another career he likes." The small remainder of students responded: "Sam will still be confused about choosing a career" (10%), "Sam will decide he really wants to be a baker" (8%), "Sam will decide to be a baker to help his family" (7%), and "Sam's father will talk him into being a baker" (5%).

Thus most students think that Sam will decide to find another career he likes.

Specific Criticisms

- Some students remarked that the only thing the program told you about how to pick a career was to go see a counselor--who wasn't very helpful.
- Many students remarked that the music did not fit the program.
- Some students said it was not realistic for them to not be sweating in the kitchen. Most bakeries, they said, are hot.
- Some students criticized the bakers for not washing their hands before handling food.
- Some students criticized the program for not portraying any females.
- The first line during the street scene, Harvey: "So why don't you want to be a Baker?" is not very audible.

CONCLUSIONS, SUMMARY, RECOMMENDATIONS

Overall, "What Next?" (Career Aspirations) was a successful program. It elicited high student attention and was judged by students to be appealing. It was successful in transmitting three messages: You shouldn't be afraid to talk over career options with your family; If you're anxious about a career it might help to look for more information on careers; and Most people experience anxiety about a career. The first message was an unintended outcome and was perceived to be important in the program to a much greater degree than the message, most people experience anxiety about a career.

The program was successful in eliciting teacher-led discussions which emphasized ways students and teachers coped with career choices. However, there was an unusual amount of discussion on program criticism and clarification. These students' criticisms detracted from discussion on the intended outcomes and thus should be considered carefully. Of special concern are the characters Harvey and the counselor.

A summary of the evaluation findings is presented below, followed by suggestions for revisions.

SUMMARY OF FORMATIVE EVALUATION FINDINGS

(1) Teacher-led Discussions: Career Aspirations elicited much teacher and student response on a variety of topics. Although initially there was a considerable amount of discussion on program criticism and clarifioation, as discussion progressed the students and teachers discussed ways they were coping or might cope with a career choice.

(2) Students' Reactions During Viewing: The attention level of all classes was high during viewing of most of the program. The students found many scenes humorous. Attention was slightly lower during two

scenes: (1) Harvey and Sam walking down the street; (2) Sam talking to the counselor.

(3) General Appeal: This program was judged to be appealing by most students.

(4) Topic of Career Aspirations: The topic of career aspirations is important to most students. In addition, most students say they learned something new from watching the program.

(5) Identification with Teenagers: The students felt that the teenagers in the program acted somewhat typical of the way the students or their friends act.

(6) Sam: Students perceive Sam as a likable, competent person who is having trouble choosing a career and anxious about talking with his father about his career aspirations. The students realize that if Sam's father did not expect him to be a baker, Sam would still have problems choosing a career. Sam's situation is familiar to more than half the students. Slightly over one-third of the students think Sam is not understanding; this is probably reflective of the way Sam treats Harvey.

(7) Harvey: Harvey was not a very likable character. The students felt he was not understanding and not sensitive. Furthermore, and most importantly, the students did not realize Harvey's intended situation--worried about a career because he had too many career choices. Rather, the students felt Harvey didn't care about a career, that all he cared about was food, and that he was so clumsy he probably wouldn't be good at any career.

While the students did not think that Harvey's situation is similar to themselves, almost half the students said that what happened to Harvey was similar to what happens to their friends and to people they've heard about. One can probably infer that the situation which they are referring to is Harvey not being concerned with choosing a career.

(8) Counselor: The students severely criticized the counselor. They did not think he was realistic, helpful, or caring. This is reason for concern and potential revisions in the portrayal of the character.

(9) Father: The students perceive the father as likable and sensitive, but only half the students think he is understanding. They think the father acts like parents they know. Although many students were aware of the father's fake accent, this did not seem to detract from the father's appeal.

(10) Mother: The mother played a very minimal role in this program, but this did not seem to affect the students' appeal of the program.

(11) Comprehension of Program Message: Although the two intended outcomes were perceived by some of the students to be important messages in the program, the most predominant message was an unintended program outcome: "You shouldn't be afraid to talk over career options with your family." More than two-thirds of the students selected this outcome as one of the two most important things the program wanted them to learn.

Almost half the students selected the intended outcome, "If you're anxious about a career it might help to look for more information on careers. And only one-third selected the other intended outcome, "Most people experience anxiety about a career."

If the unintended outcome is judged to be acceptable, then the program was successful in transmitting three messages. The program outcomes need to be reconsidered in light of the evaluation findings.

(12) The Ending: Most students think that the ending implies Sam will decide to find another career he likes.

(13) Specific Criticisms:

- Some students remarked that the only thing the program told you about how to pick a career was to go see a counselor--who wasn't very helpful.

- Many students remarked that the music did not fit the program.
- Some students said it was not realistic for them to not be sweating in the kitchen. Most bakeries, they said, are hot.
- Some students criticized the bakers for not washing their hands before handling food.
- Some students criticized the program for not portraying any females.
- The first line during the street scene, Harvey: "So why don't you want to be a Baker?" is not very audible.

RECOMMENDATIONS

(1) Harvey needs to be portrayed as someone who cares about his career choice. Too much emphasis is given to his eating problem and his clumsiness. Every line Harvey says which is intended to be a teaching point about careers is muddled with a humorous or non-caring overtone. The following examples illustrate this point:

(a) Harvey: "It's not so bad, I got guided yesterday!"

Father: "Well, are you good for anything?"

Harvey: "Naw - too many things!"

Harvey says this without apparent concern while stuffing himself with pastry.

(b) Street scene.

Harvey: "How'd you like to be deciding among all of them?" (Careers)

Sam: "I'd love it!"

Harvey: "You're crazy. It's got me so zonked I can't eat seconds anymore!"

The teaching point is made with humor. The students laugh, but don't remember the educational intent.

(c) Telephone Book Scene. The scene is totally humorous and does not give any credence that Harvey is worried about a career.

Recommendation: Do not confuse Harvey's lines regarding career anxiety with humor. Omit the telephone book scene. Insert an additional scene which shows Harvey more concerned with his career choice. He could perhaps refer to over eating as a symptom of his career anxiety. He could also model a more effective way of getting information on careers than the telephone book.

(2) The students' perceptions of the counselor as unrealistic, not helpful and not caring indicate revisions in the counselor scene should be considered. (This scene also received low attention.)

Recommendation: If possible, get a black female counselor who shows compassion for Sam's dilemma. (To compensate for no portrayal of females - not even in the street scene!)

(3) The program's intended outcomes need to be reconsidered.

Recommendation: Rewrite outcomes to include the third unintended outcome. Emphasize in the teacher's guide that some of the discussion should focus on career anxiety.

(4) The program only provided the students with one acceptable way to obtain information on careers - go see a counselor.

Recommendation: It would be helpful for the suggested new scene with Harvey to include another way to seek information on careers.

(5) The music did not fit the program.

Recommendation: As the producers are probably already aware, new music is needed. This will probably help attention level in the street scene.

(6) The students were very perceptive in noticing a neglected "physical health" implication - the bakers did not wash their hands before baking.

Recommendation: If possible, insert a quick scene of Sam and his father washing their hands after initial entry to store.

(7) Make the first line in the street scene, Harvey: "So why don't you want to be a baker?" more audible.

APPENDIX A:

DATA COLLECTION MEASURES

Appendix A

Data Collection Measures

Four different data collection measures were used in this study. Teacher Questionnaire, Discussion Profile & Narrative, Student Questionnaire, and Evaluator-led Discussion.

Teacher Questionnaire. The Teacher Questionnaire was designed to determine how much the teachers liked the program and the degree to which they thought the intended outcomes were evident in the program. Also, the teachers were asked for their perceptions of how much they thought their students liked the program and how well they thought their students understood the program. Some questions were also designed to assess the effectiveness of the teacher/leaders' guide.

Discussion Profile and Discussion Narrative. The Discussion Profile and the Discussion Narrative simultaneously assess the type, process, and content of the teacher-led discussion which follows the viewing of the program. The Discussion Profile was designed to assess the type and process of the discussion and classroom interaction which occurs following viewing. The Discussion Narrative was designed to record the actual content of the discussion.

For the Discussion Profile we were interested in six dimensions of the postviewing teacher-led discussions for both students and teachers:

Discussion Profile

(1) PROGRAM

Student	In discussion students make reference to the program storyline exclusively, including events, characters, and mood.
Teacher	Teachers direct questions (or comments) toward the storyline exclusively, including events, characters and mood.

(2) SELF

Student	Students talk about themselves and their experiences. They make statements that reveal their own feelings, values, beliefs, and experiences.
Teacher	Teachers direct questions (or comments) toward the students' feelings, values, beliefs, and experiences. (Also included in this category are teacher comments about him/herself.)

(3) OTHERS

Student Students talk about the feelings, values, beliefs, and experiences of others.

Teacher Teacher elicits statements from students about the feelings, values, beliefs, and experiences of others. (Also included are teacher comments about others.)

(4) MESSAGES

Student Students make statements about abstract principles/messages concerning the program concept(s).

Teacher Teacher directs questions or comments about the abstract principles/messages of the program (or states the messages him/herself).

(5) ALTERNATIVES

Student Students consider alternatives which relate to program events or program concepts. This includes alternative ways of thinking, feeling, and behaving.

Teacher Teachers direct questions or comments about alternatives which relate to program events or program concepts (or present alternatives themselves).

(6) PHYSICAL HEALTH

Student Students discuss physical health issues.

Teacher Teachers direct questions about physical health issues, or make physical health comments themselves

The observer scored the category that was the focus of each 30 second period. If two categories were equally discussed, both were scored. The Physical Health category was a separate category, consisting of an actual count of the number of physical health statements (0-3) in a thirty second period. The teachers and the students were scored separately.

At the same time as one observer coded the discussion on the Discussion Profile, one observer was recording minute-by-minute, as closely as possible, the content of the discussion. Thus, the Discussion Profile and Discussion Narrative could be used to verify each other.

Student Questionnaire. The Student Questionnaire was designed to assess various aspects of both the program's appeal and students' comprehension.

- Appeal: Do the students like the program?
- Comprehension of Storyline: Do the students understand the intent and circumstances of particular scenes which may be misinterpreted?
- Identification: Do the students identify with the characters in the program?
- Realism: Is the storyline (what happens to the characters) accepted as real by the audience?
- Perceptions of Characters: How do the students perceive the main characters in the program?
- Objectives: Do students understand the main ideas of the program, and the issues presented?
- Physical Health Implications: Do the students recognize the physical health implications of the program?

Evaluator-led Discussion/Narrative. In this method, an AIT evaluator conducts the discussion after students fill out student questionnaires. In this type of discussion we are specifically interested in the appeal and comprehension of the program. The areas we explore may include any of the areas mentioned under student questionnaire.

Student Questionnaire

(1) PROGRAM #7: "What Next?" (CAREER ASPIRATIONS)

(2-3) Grade Level (circle): 10 11 12

(4) Male ___ Female ___

Teacher's Name _____

(5-6) School Name _____ City _____

1. How much did you like the program?

(7)
__ liked it very much
__ liked it
__ disliked it
__ disliked it very much

2. Was the way the teenagers acted in this program typical of the way you and/or your friends act?

(8)
__ yes, very much
__ yes, sort of
__ no, not a lot
__ no, not at all

3. What happened to Sam in this program is similar to what happens to ... (check as many as apply)

(9) __ me
(10) __ my friends
(11) __ people in my family
(12) __ people I've heard about
(13) __ people only in stories
(14) __ nobody

4. What happened to Harvey in this program is similar to what happens to... (check as many as apply)

(15) __ me
(16) __ my friends
(17) __ people in my family
(18) __ people I've heard about
(19) __ people only in stories
(20) __ nobody

please turn page

5. Was the way the <u>father</u> acted in this program like any parents you know?

(21)
__ yes, very much
__ yes, sort of
__ no, not a lot
__ no, not at all

6. Please circle the word(s) in each pair that best describe <u>Sam</u> during most of the program. (You should have <u>five</u> circles.)

<u>Sam</u> (main character)

(22)	not likable	<u>OR</u>	likable
(23)	not understanding	<u>OR</u>	understanding
(24)	not sensitive	<u>OR</u>	sensitive
(25)	not worried about a career	<u>OR</u>	worried about a career
(26)	probably wouldn't be good at anything besides baking	<u>OR</u>	could be good at other careers (besides baking)

Please circle the word(s) in each pair that best describes <u>Harvey</u> during <u>most</u> of the program. (You should have <u>five</u> circles.)

<u>Harvey</u>

(27)	not likable	<u>OR</u>	likable
(28)	not understanding	<u>OR</u>	understanding
(29)	not sensitive	<u>OR</u>	sensitive
(30)	not worried about a career	<u>OR</u>	worried about a career
(31)	probably wouldn't be good at any career	<u>OR</u>	could be good at other careers (besides baking)

Please circle the word(s) in each pair that best describes the <u>Father</u> during <u>most</u> of the program. (You should have <u>three</u> circles.)

<u>Father</u>

(32)	not likable	<u>OR</u>	likable
(33)	not understanding	<u>OR</u>	understanding
(34)	not sensitive	<u>OR</u>	sensitive

next page

7. Why was Harvey having trouble chosing a career? (check only one)

(35)
__ He wasn't good at baking
__ He doesn't care about anything but food
__ He had too many career choices
__ He's not really good at anything
__ He doesn't really care about finding a career

8. If Sam's father did not expect him to become a baker, Sam would probably... (check only one)

(36)
__ choose to be a baker elsewhere
__ still have problems deciding on a career
__ not be anxious about choosing a career
__ know what he wanted for a career

9. The two most important things this program wanted me to learn were... (check only two)

__ Most people experience anxiety about a career.
__ You must be good with your hands to enter some careers such as being a baker.
(37) __ If you're anxious about a career it might help to look for more information on careers.
(38) __ You shouldn't be afraid to talk over career options with your family.
__ It's important to be there when your family needs you.
__ If you're anxious about a career waiting a year might help you decide.

10. What do you think will happen at the end? (check one)

(39)
__ Sam's father will talk him into being a baker
__ Sam will find another career he likes
__ Sam will decide to be a baker to help his family
__ Sam will still be confused about choosing a career
__ Sam will decide he really wants to be a baker

11. Are the issues presented in this program important to you? (check one)

(40)
__ yes, very important
__ yes, sort of important
__ no, not too important
__ no, not at all important

12. Did you learn anything new from watching this program? (check one)

(41)
__ yes, a lot
__ yes, sort of
__ no, not a lot
__ no, nothing at all

Thank You

Teacher Questionnaire

PROGRAM 7: "What Next?" (CAREER ASPIRATIONS)

Grade Level (circle) 10 11 12

Teacher's Name _____

School _____ City _____

1. After viewing this program the viewers (teachers and students) should understand several concepts. Using the following key, please rate the degree to which each concept is evident from watching the program.

1 = very evident
2 = evident, but not emphasized
3 = only slightly evident
4 = not evident at all

__ To experience anxiety about a career is common to most people

__ One way to deal with this anxiety is to seek out more information about careers.

2. How much did you like the program?

__ liked it very much
__ liked it
__ disliked it
__ disliked it very much

3. Do you think this program was appealing to your students?

__ yes, very appealing
__ yes, somewhat appealing
__ no, not very appealing
__ no, very unappealing

4. Do you think the storyline was relevant to your students?

__ yes, very relevant
__ yes, somewhat relevant
__ no, not very relevant
__ no, irrelevant

please turn page

5. Were the issues presented in this program relevant to your students?

__ yes, very relevant
__ yes, somewhat relevant
__ no, not very relevant
__ no, irrelevant

6. Do you feel your students understood the meaning of the program?

__ clearly understood it
__ understood it pretty well
__ had a vague understanding
__ did not understand it

7. In general do you think it is easy or difficult to discuss the issues presented in the program?

__ very easy
__ easy
__ somewhat difficult
__ very difficult

8. Did the program itself make it easier or more difficult to discuss these issues?

__ much easier
__ somewhat easier
__ made no difference
__ somewhat more difficult
__ much more difficult

9. Did you see any <u>physical</u> health implications in this program?

__ yes
__ no

If yes, what are they?

next page

Are these implications evident enough for you to follow up on if you chose to do so?

__ yes
__ no

Comments:

10. During the school year have your students dealt with the topic of this program as part of the educational program of this school?

__ often
__ occasionally
__ rarely
__ never

11. How often do you use video programs in your classroom?

__ frequently (once every 2 weeks or more)
__ occasionally (once a month)
__ rarely (once or twice a semester)
__ never
__ do not have use of TV
__ other (please specify) _____

12. When completed, this program will eventually be one in a series of 12 such programs for high school students. Based on your impressions of this program, would you be willing to use the series with your classes?

__ Yes, I would be willing to use this series
__ No, this program would not fit within my curriculum area.
__ No, I didn't like the program.
__ No, I don't think the program topic was handled effectively.
__ Other (please specify)

13. Were there any portions of this program that appeared to be inappropriate or educationally ineffective? Please comment.

please turn page

14. Were there any portions of this program that you found particularly useful or educationally effective? Please comment.

APPENDIX B:

TEACHER QUESTIONNAIRE RESULTS

TEACHER-LED DISCUSSIONS AND FORMATIVE EVALUATION FINDINGS

Introduction

Career Aspirations elicited much teacher and student response on a variety of topics. Discussion lengths were: 17 min., 17 min., 19 min., and 34 min., with an average length of 22 minutes. The Discussion Profile analysis reveals that teachers talked only slightly more than students (148 vs. 135 thirty second observations). During the first part of the discussions the students and teachers comments were very program oriented: they spent time clarifying and criticizing program characters and situations. As discussion progressed, the teachers used the program and the program-oriented discussion to introduce discussion about the students' particular career options and career problems they have with their parents. The students revealed their own career aspirations and, in conjunction with the teacher, discussed careers in general -- things to consider in choosing a career, how to go about finding one, and parents involvement in career choices. Very little of the discussion focused on abstract messages of career aspirations.

In sum, this was a very practically oriented discussion as students discussed ways they were coping or might cope with a career choice. There was also a considerable amount of discussion on program criticism and clarification.

Teacher Questionnaire

Overall, seven teachers responded to the teacher questionnaire on the Career Aspirations program.

The outcomes for this program are:

1) To experience anxiety about a career is common to most people.

2) One way to deal with this anxiety is to seek out more information about careers.

Five teachers rated Outcome #1 as "very evident." The remaining two teachers rated this outcome "evident, but not emphasized." The teachers' ratings of Outcome #2 were less unanimous. Only one teacher rated it as "very evident." Four teachers rated it as "evident, but not emphasized." The remaining two teachers rated it as "only slightly evident." *Thus, Outcome #1 was clearly evident to these teachers, but Outcome #2 was not as clearly evident to all of the teachers. Perhaps Outcome #2 needs to be strengthened.*

All teachers either "liked the program" (5) or "liked it very much" (2). All teachers thought the program was appealing to their students (6 said "somewhat appealing," 1 said "very appealing"). Most teachers thought the storyline was relevant to their students (4 said "very relevant," 2 said "somewhat relevant"). However, one teacher thought the storyline was "not very relevant" to her/his teachers. Nonetheless, all teachers said the issues presented were relevant to their students (5 said "very relevant," 2 said "somewhat relevant"). Also, all teachers thought their students understood the program (5 said "clearly understood it," 2 said "understood it pretty well"). *Thus, the teacher results indicate that the teachers liked the program, thought it was appealing and relevant to their studnets, and that their students understood the program.*

When asked if they thought it was easy or difficult to discuss the issues presented in the program, 2 teachers responded "very easy," 3 teachers responded "easy," but 2 teachers responded "somewhat difficult." However, all teachers said the program itself made it easier to discuss these issues (5 said "much easier," 2 said "somewhat easier"). Most of the teachers (5) said this topic was "occasionally" dealt with as part of the educational program of this school. One teacher said the topic was dealt with "often" and one teacher did not respond. *Thus, although the topic of careers seems to be dealt with occasionally in these schools, some of these teachers said it is "somewhat difficult" to discuss the issues involved with this topic. Therefore, it is encouraging that all teachers thought the program itself would make it easier to discuss these issues.*

When asked if they saw any physical health implications in this program 4 teachers said "yes," but three teachers said "no." They identified these as "the father's ulcer" and "overeating." Interestingly, five teachers said the physical health implications were evident enough for them to follow-up on, if they chose to do so (the other 2 said they were not evident enough to follow-up on). Apparently, one of the teachers who said they were not evident in the program thought that he/she could follow-up on them if he/she chose to do so.

Most of the teachers are infrequent users of video programs in their classrooms (2 said "rarely," 3 said "never"). However, based upon their impressions of this program, most of the teachers (6) said they would be willing to use this series in their classes. The other teacher did not think the program fit within his/her curriculum area.

When asked for parts of the program that were educationally ineffective, one teacher responded:

"I am not sure that the problem presented in this story is the type that would confront the students of our socioeconomic level. Most do not have parents who have vocations to hand down to them. I am not sure how they relate to Sam's dilemma and if they are stimulated as to thoughts of their own career aspirations."

When asked for parts of the program that were particularly useful or educationally effective, teachers responded:

"That the message of coming to grips with selecting a career, and then pursuing it without parental interference, was made so strongly."

"The part where the son says he doesn't have to be a baker because his father is. Oftentimes parents want or push their children into careers not of their own choosing."

"The father/son relationship. Son worried about displeasing or disappointing his father. The point that one must please oneself-choose the career that is best for himself."

APPENDIX C:

DISCUSSION PROFILE GRAPHS

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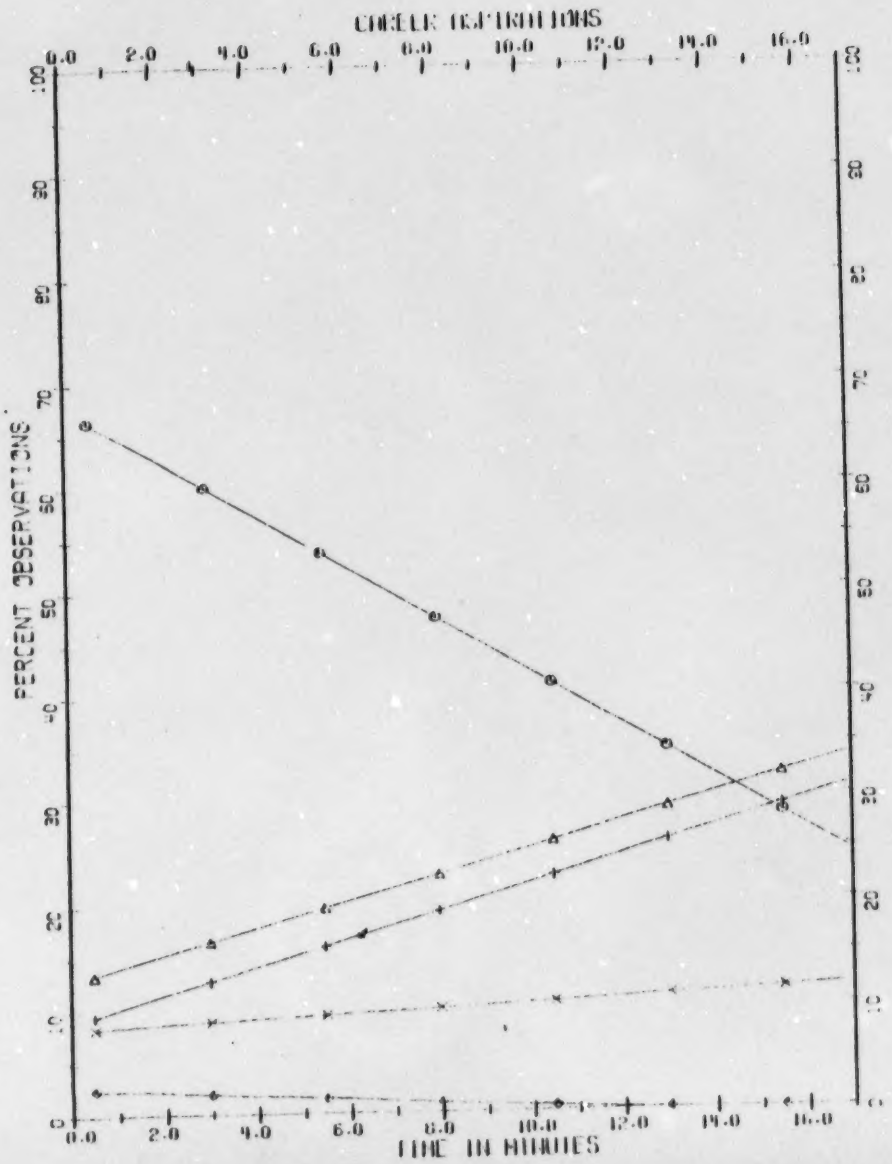
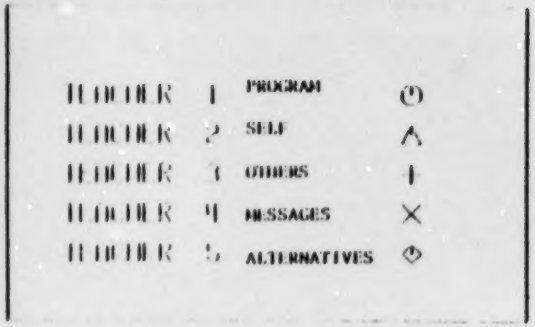
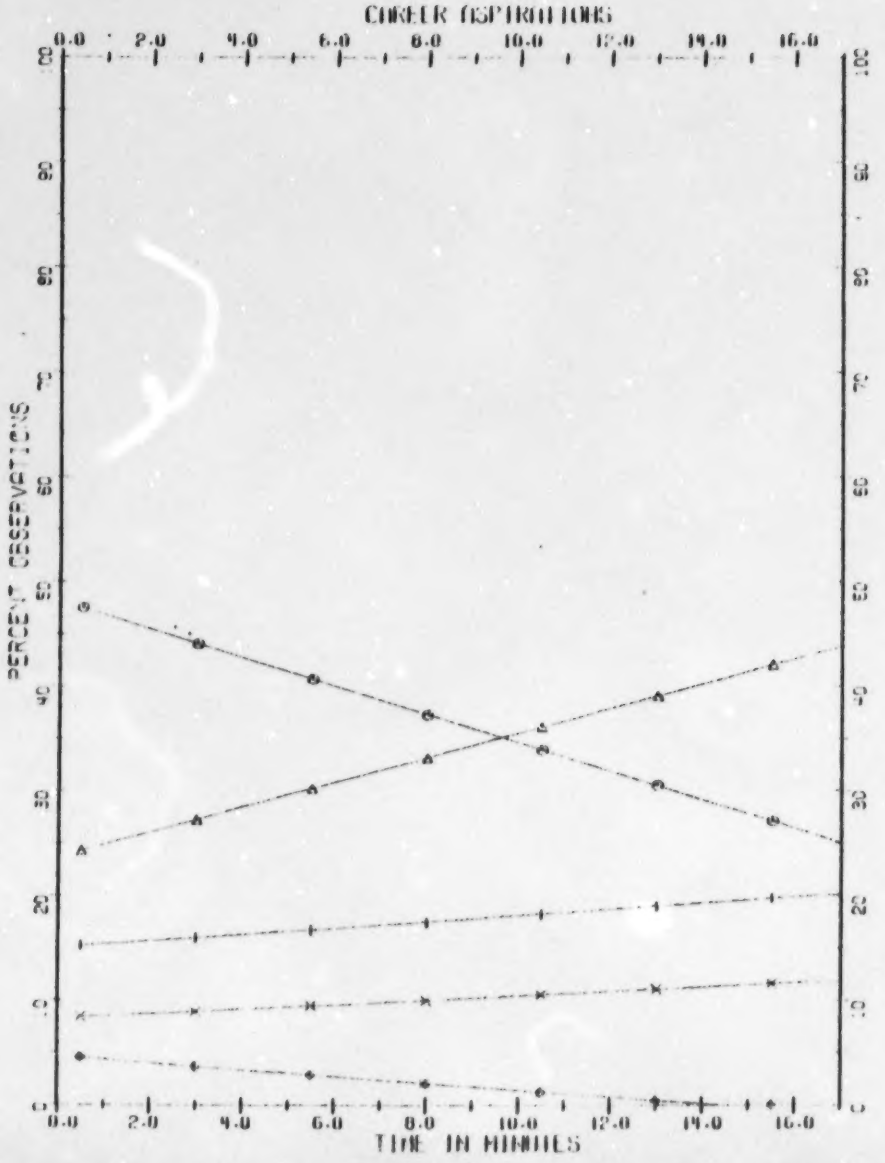
STUDENT	1	PROGRAM	⓪
STUDENT	2	SELF	△
STUDENT	3	OTHERS	+
STUDENT	4	MESSAGES	×
STUDENT	5	ALTERNATIVES	◇







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